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ABSTRACT

This guide provides material for introducing ethnic studies in the early elementary school curriculum. The publication can be appropriately used at more than a single grade level. The first section, a manual for pupils, examines the everyday lives of two cousins in two Sicilian communities. The experiences of a third cousin, living in an ethnic community in Brooklyn, New York, are also described. Customs, folkways, and lifestyles are introduced and related to the pupil's own experiences. Numerous photographs and maps are included. The second section, a guide for teachers, lists the educational objectives, strategies, and activities which are associated with the student manual. (Author/RLV)

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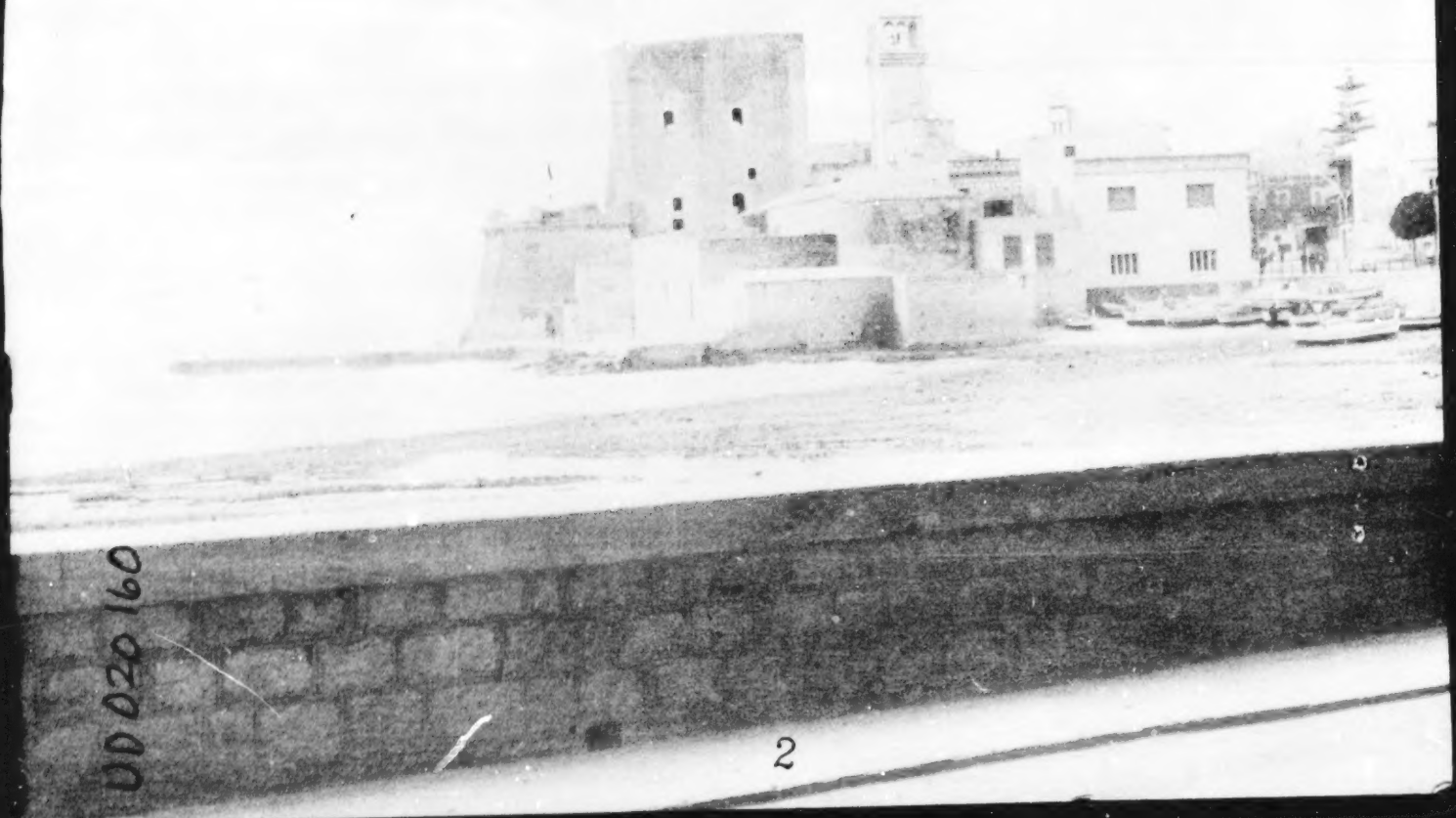
families ways places



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families ways places

An Ethnic Studies Model for the Primary Grades

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of General Education Curriculum Development
Bureau of Social Studies Education
Albany, New York 12234

1979

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FOREWORD

Children in the primary grades today live in an increasingly diverse and multicultural world. An important objective in education is the development of the capacity to live in this kind of world. Understanding of differences in custom and acceptance of the fact that people have a right to be different are both necessary components of such an education and can be introduced and reinforced through an ethnic studies approach.

Families, Ways, Places provides material for introducing ethnic studies into the early elementary school curriculum. The publication is designed to provide multidisciplinary experiences, appropriate at more than a single grade level.

These materials are based on an original concept by Donald Bragaw, Chief of the Bureau of Social Studies Education. The concept was expanded, visuals selected and the initial draft written by Patricia Drumm Laskovski, Consultant in Curriculum/Media Arts. Basic data and typical family histories were collected by Josephine Danna, anthropologist, who served as director of the SED Ethnic Heritage Project, and until recently, a faculty member of Latrobe University, Victoria, Australia and by Jacob Hotchkiss, Associate in Social Studies Education. Photographs were taken in Italy and in Brooklyn by Jacob Hotchkiss who also reviewed and revised the manuscript. The manuscript was also reviewed and suggestions made by staff members of the Bureau of Social Studies, Coe Dexter, John Dority, and Kenneth Wade, and by Dorothy Foley, Associate in General Curriculum Development. Valuable assistance was rendered by the Bureau of Foreign Language Education, Paul Dammer, Chief, and by the Audio Visual Services Center.

Deep appreciation is expressed to the following people and organizations for their generous help in carrying out the fieldwork for this project:

Members of the Societá Marinara Mutuo Soccorso and the Unione Culturale, Pozzallo

The owners and employees of CEAM Ceramics Company, Pozzallo

The members of the Society of the Citizens of Pozzallo United, Brooklyn

Members of the International Longshoremen's Association, AFL-CIO, Local 1814, Brooklyn

The owners and employees of the Court Pastry Shop, Brooklyn

The New York City Planning Commission, and many, many other men, women and children of Pozzallo and Brooklyn

Janet Gilbert, Associate in General Curriculum Development and Jacob Hotchkiss prepared the manuscript for publication. The entire project has been supervised by Donald Bragaw.

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SPECIAL ACKNOWLEDGEMENTS

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In accordance with the terms of the grant, an advisory council was established during the life of the project to assist the New York State Education Department in setting the guidelines for the project and reviewing the materials in their initial stages. The council members, individually and collectively, provided many valuable suggestions and comments which have been embodied in the curriculum materials, and which are hereby gratefully acknowledged:

Francis Femminella, Professor of Sociology and Education, State University of New York at Albany, Council Chairperson

Stephen Aiello, President, New York City Board of Education and Adjunct Professor of Urban Education, Fordham University

Giuseppe Cardillo of Naples, Italy, retired Director of the Italian Cultural Institute, New York City

John Chiaradia, Dean of Students, George Washington High School, New York City

Joseph Colosimo of Yonkers, Consulting Engineer, formerly Chairman, Yonkers Municipal Housing Authority

Lucile DeGeorge of Whitestone, Journalist, *Italo-American Times*

Joseph Eulie, Professor of Education, State University College at New Paltz

John Lanza, Insurance Agent, past President, Society of the Citizens of Pozzallo United, Brooklyn

Dominic Massaro, Attorney, New York City, formerly Administrative Commissioner of New York State Division of Human Rights

ABOUT THE ITALO-AMERICAN CURRICULUM STUDIES PROJECT

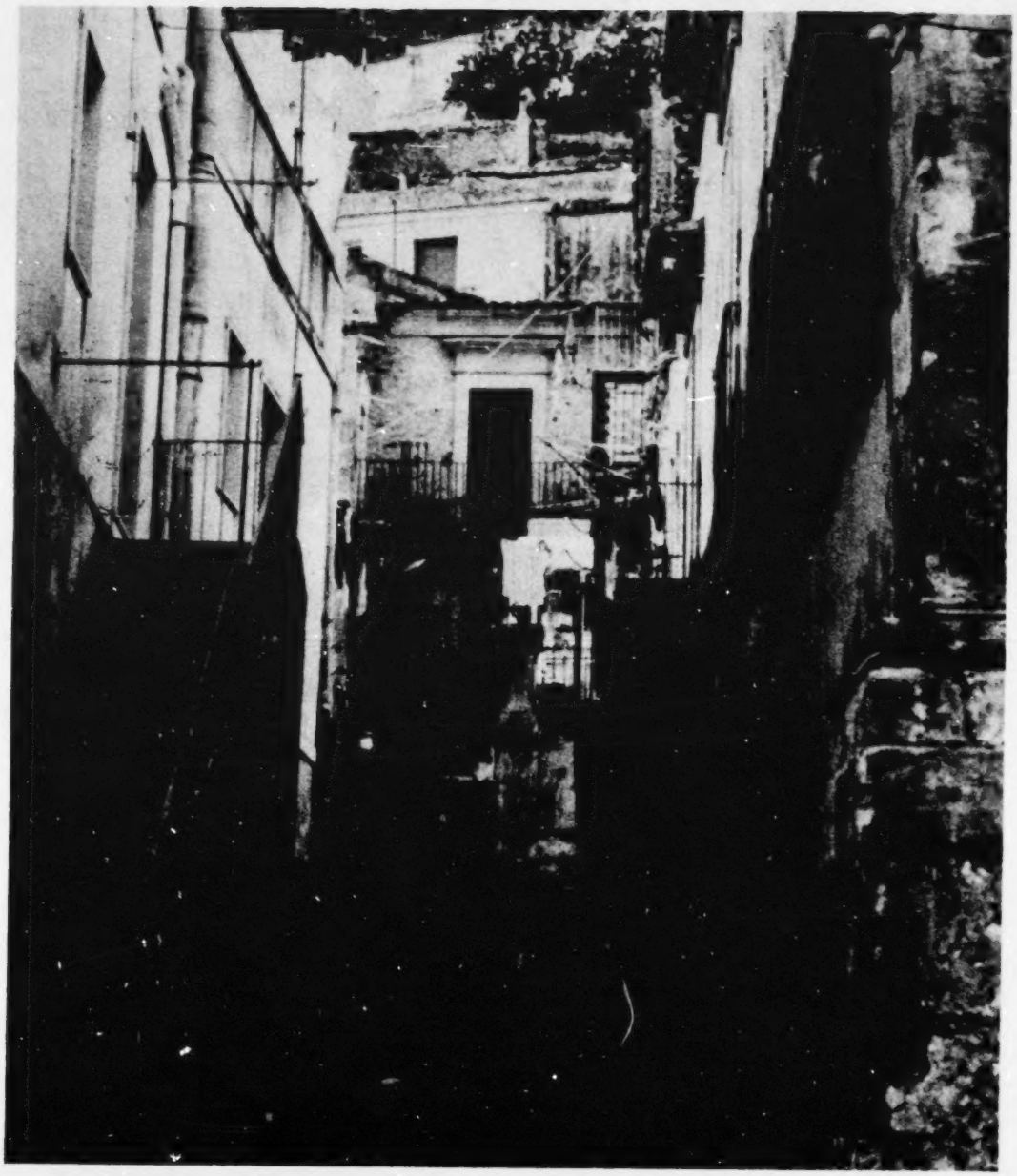
The *Italo-American Curriculum Studies* project represents a major effort by the State Education Department to recognize ethnicity as a strong influence in life in the United States and the world and to help foster, on the part of students, healthy and respectful attitudes toward the many manifestations of ethnicity. Using the experience of the Italo-American as a model, students can acquire and use some of the tools, skills and processes needed to understand the experience of any ethnic, racial, religious or cultural group in the United States. The project, therefore, does not have as its prime objective a depth-study of the Italo-American as such. The Italo-American is a case study; one classic example among many classic examples of the ethnic experience in America. It is our hope that students will understand the commonalities and differences, group-to-group, and will develop a lasting respect for those characteristics, customs, folkways which may be substantially different from the student's own.

It is the Department's intent that this project will eventually have many curricular and instructional components, applicable at the primary, intermediate, lower- and upper-secondary levels. In the case of each component, there will be a clear and deliberate relationship between the ethnic heritage materials, the overall State social studies curriculum in general, and the particular level or levels of the component. Likewise, the major concepts of the ethnic heritage materials are either explicit or implicit within the total program.

ABOUT THIS PUBLICATION

Like most curriculum materials of this Department, this publication is intended to be a teacher's guide, rather than a student text. Those pages printed without shaded edge, however, include story material organized as a primary textbook, which can be reproduced locally for direct pupil use or which can be read to or with pupils, using reproduced visuals.

student section



STUDENT SECTION

Introduction: *Each Place Is Different*

Each place in which someone lives is different from some other place. Even places in the same country can look quite different from each other. Some homes are built on hills. Some people live on flat land. Some towns are built near water—rivers, lakes, oceans. Other towns are far away from any sea or lake or river.

There are other ways that life in one place may be different from life in another place. People in different places often speak different languages. Language is made up of the words we speak in communicating with one another. In some places, people in one house speak a language different from the people in the next house. Do you know anyone who speaks a language different from the language that you speak?

People often do things differently. They may eat at different times. They may sleep on different kinds of beds. They celebrate different holidays.

The ways that things are usually done by a group of people are called their *customs*. We sometimes think that some customs are strange because they are different from ours. The differences do not mean that other people's customs are wrong, or not as good as ours.

This is a story about children, their families and their neighborhoods. Two of the children, Pietro (Pe-A-tro) and Maria (ma-REE-ah) live in a country on the continent of Europe. Their

country is called Italy. They live on a big island that is part of that country. The island is called Sicily. Pietro and Maria are cousins. They have a cousin named Josephine who lives in the United States. Josephine and her friend Connie live in a part of New York City called Brooklyn.

The people in Sicily speak Italian and Sicilian (which is similar to Italian). In English, the language we speak, the name "Pietro" means "Peter." Some important words in the stories will appear in the *Word Box* in each section, translated into Italian, Spanish, French and German. Look for ways that words in different languages are like each other.

In this story, you will learn many interesting things about Pietro, Maria, Josephine, Connie and other boys and girls.

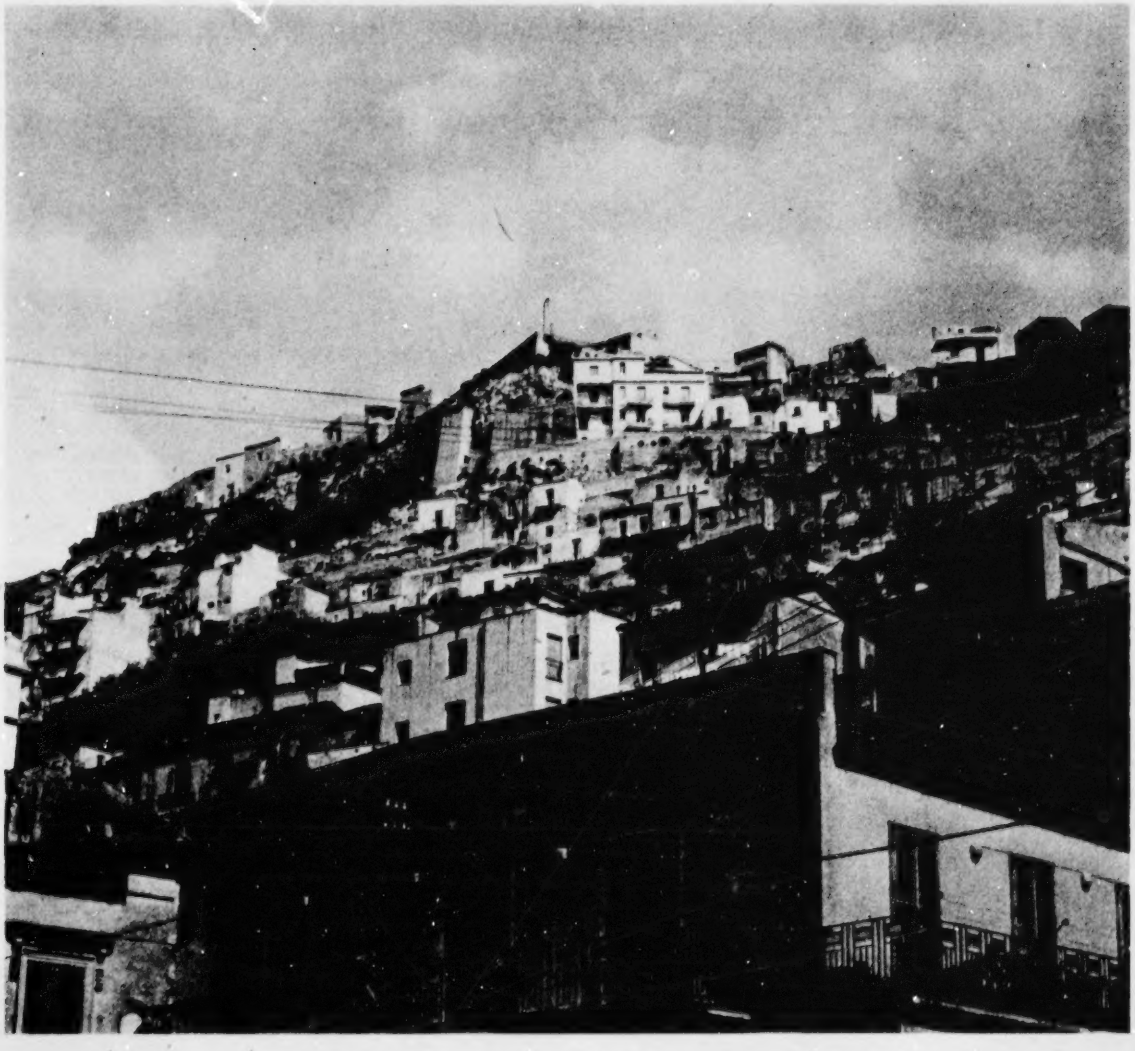
EUROPE

ITALY

kilometers 0 100 200 300
miles 0 100 200
Milan
Turin
Venice
Trieste
Genoa
Bologna
Florence
Rome
SARDINIA
Naples
Cagliari
Palermo
Reggio di Calabria
SICILY
Modica
Pozzallo

CHAPTER 1
PIETRO LIVES HERE

CHAPTER 1— PIETRO LIVES HERE



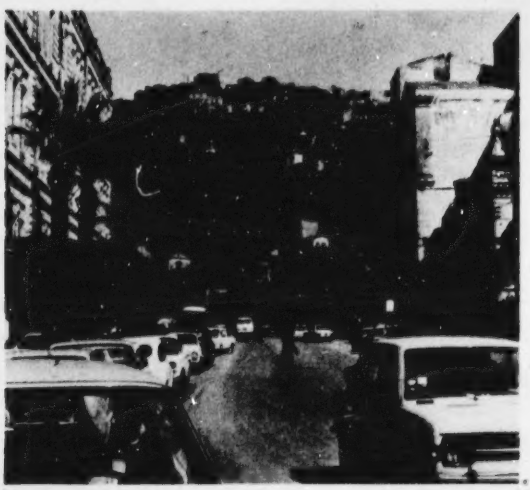
This is the city of Modica (MO-dee-ka). Pietro (pe-A-tro) lives in this city. Part of it is built up the side of a hill. Long ago, a castle stood on top of the hill. A ruler lived in the castle.

Pietro's house is in the middle of the picture. Each day he must climb these stairs to reach his house. Most of the houses in his neighborhood are very old.

If he goes around the corner, Pietro can walk down this narrow street to the center of the city. Because there is very little room, people live close to each other and must use their living space carefully.

As Pietro walks toward the center of the city, there are more automobiles and the streets are wider. Small stores can be seen on both sides of the street.

From the center of the city, Pietro can look back toward the hill where he lives. The houses look like stepping stones to the top. Very little is left of the old castle. Today, there is no *one* ruler in Modica. Most Italian cities like Modica have mayors and councils, like many of our city governments. These leaders are elected by the voters.



Word Box

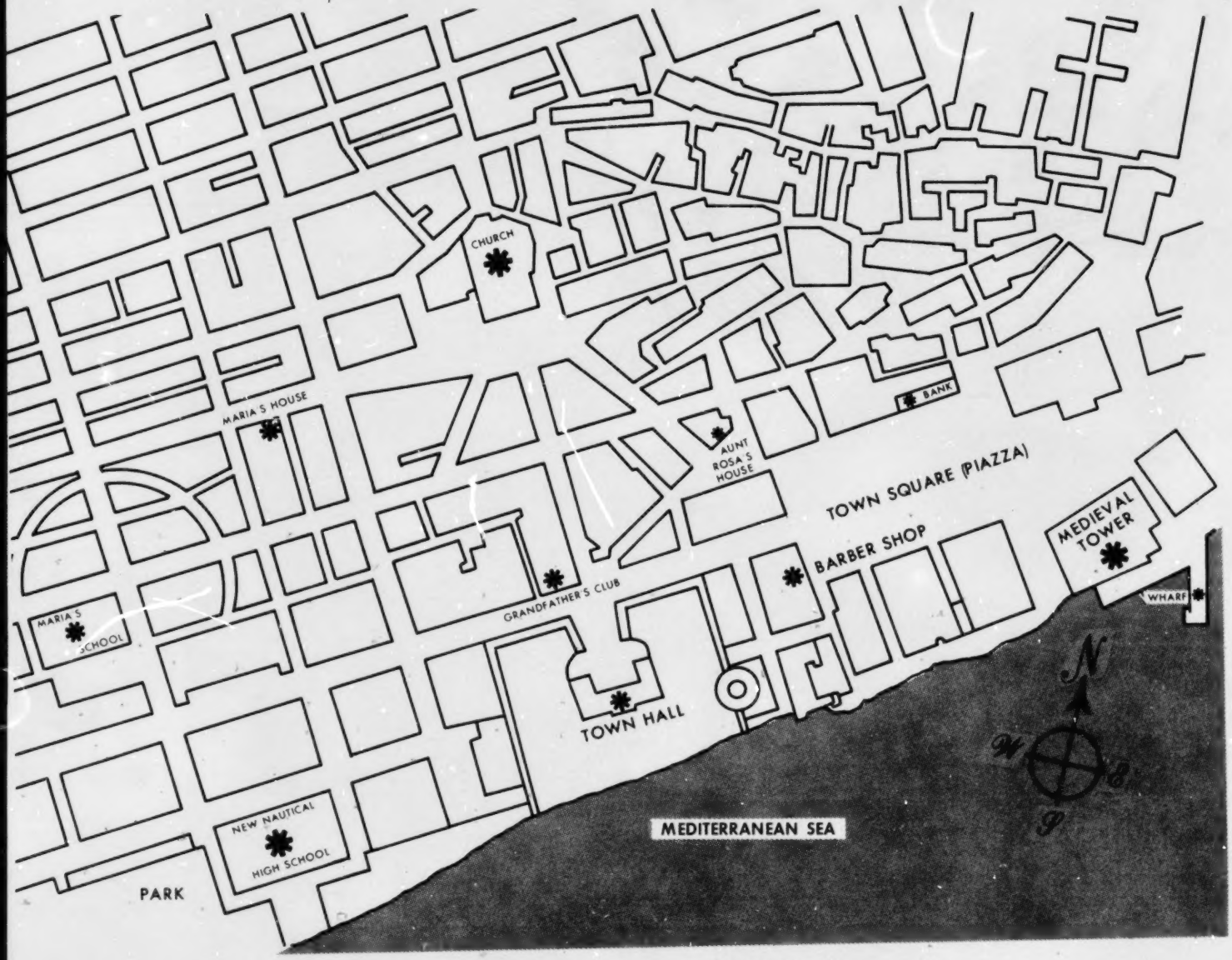
English	Italian	Spanish	French	German
Peter	Pietro	Pedro	Pierre	Peter
city	cittá	ciudad	ville	Stadt
house	casa	casa	maison	Haus
street	strada	calle	rue	Strasse
mayor	sindaco	alcalde	maire	Bürgermeister
council	giunta	consejo	conseil	Stadtrat
government	governo	gobierno	gouvernement	Regierung

CHAPTER 2
PIETRO'S COUSIN, MARIA

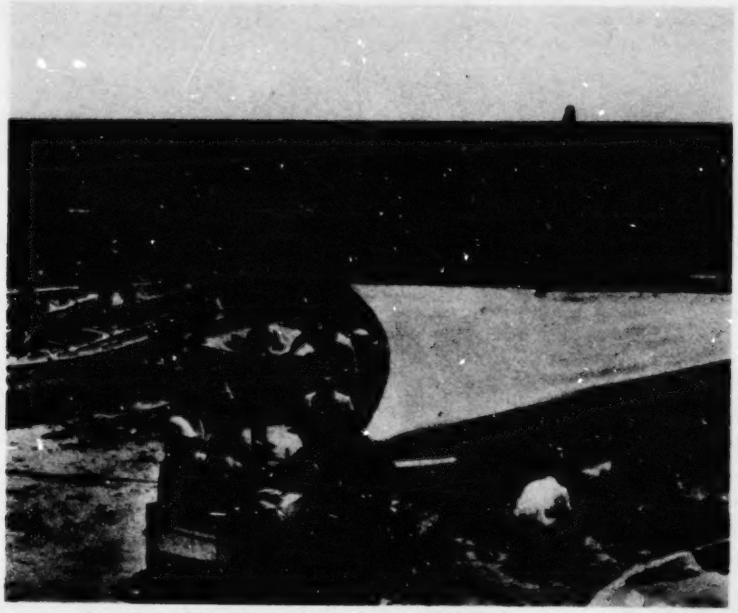
CHAPTER 2 — PIETRO'S COUSIN, MARIA

Not all people in Sicily live on a hillside; some live along the coast, near the sea. Pietro's cousin, Maria, lives in a seacoast town called Pozzallo (pot-ZAHL-lo). Sometimes, after school, Maria meets her grandfather at the seashore and together they walk along the beach.

Maria's grandfather tells her about fishing in the sea. When Maria's grandfather was young, many men fished every day. The older men taught the young men how to be good fishermen.



CENTRAL POZZALLO

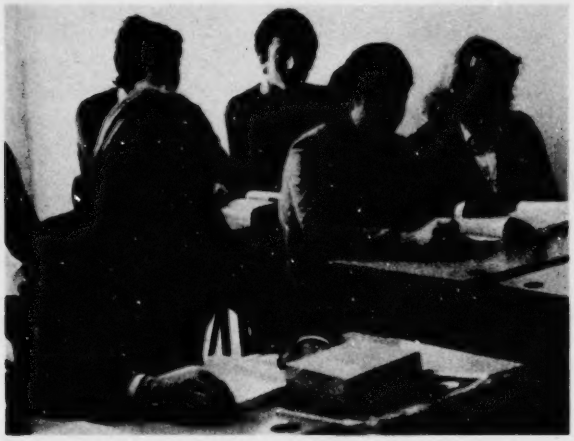


(photo from postcard)

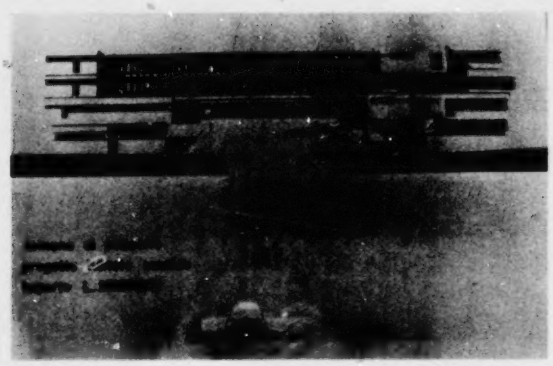
Today, only a few people in Pozzallo fish every day; but the sea is still very important. Many men in Pozzallo work as sailors on large ships that travel very far away. Carlo (KAR-lo), Maria's brother, goes to the Nautical High School to study about the sea.

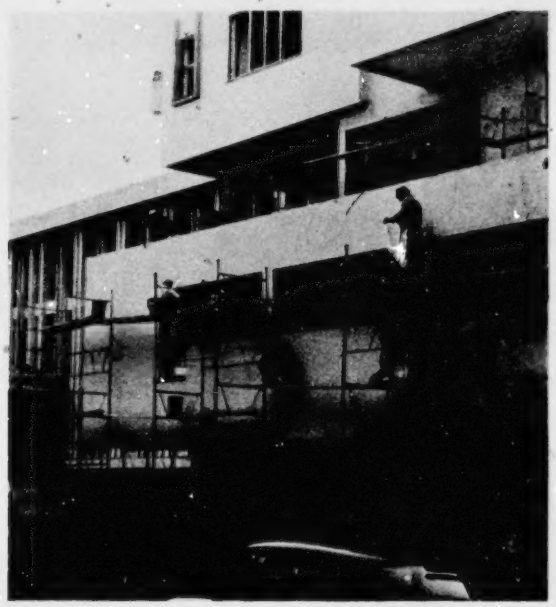
Translation: State Technical Nautical Institute Pozzallo

In the past, only men worked on the ships but now there are two girls studying at the Nautical High School. Perhaps they, like Carlo and the other boys, will someday work on large ships.



The government is building a new Nautical High School in Pozzallo. Soon it will be finished. It will be right on the seashore and will be very modern.





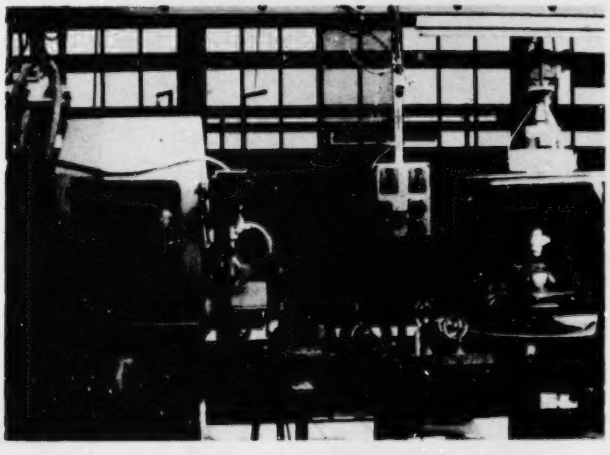
Translation:
Community of Pozzallo
Nautical Institute Project
Cost 250,000,000 lire (almost $315,000)

Sometimes, Carlo likes to go downtown with grandfather. Together they go to grandfather's club. Like grandfather, the men at the club have spent many years working on large ships that have traveled far away. At the club, the men talk, they have meetings and they play games. They help each other in many ways. In Pozzallo, there are other clubs which have been formed by people who have worked in different trades.

Societá Marinara Mutuo Soccorso means Maritime Mutual Assistance Society

During school one day, Maria's class visits a ceramics factory owned by Maria's Uncle Giorgio.

Some of the work in the factory is done by big machines and some of the work is done by hand.



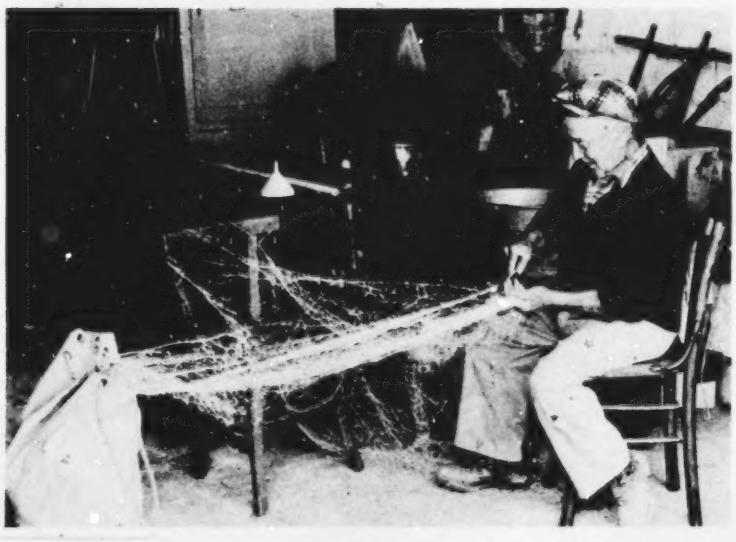
After machines make the pieces, workers smooth and paint each one.

This factory sells many pieces of ceramics, such as bowls, cups and tiles. It makes Uncle Giorgio and his family very happy that people like and buy their products.

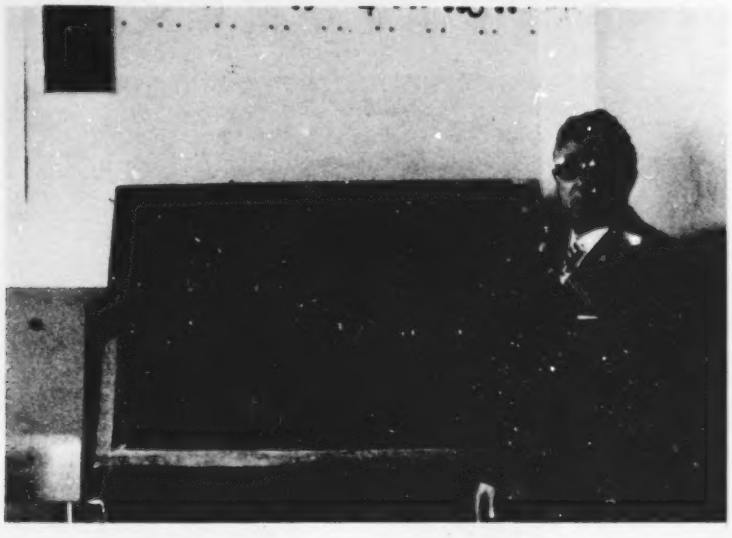
That evening after dinner, Maria tells her family about her class trip to the ceramics factory. Carlo says that his day was exciting, too. After school, he and his friend, Gianni, took a

walk to the waterfront. They met a man who was making fishing nets. Some people in Pozzallo still make a living by fishing.

"The knots in the nets must be very tight," he told them.

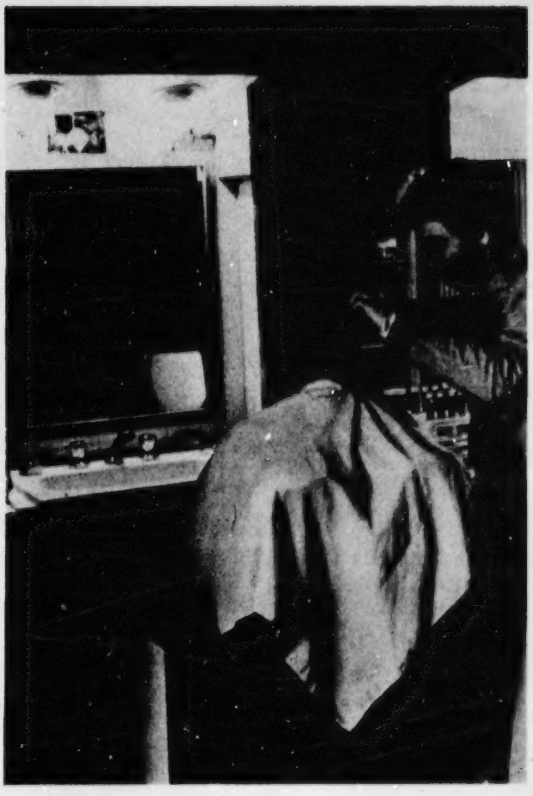


The next day there are no classes because the teachers are attending a meeting. Maria's father is a teacher.



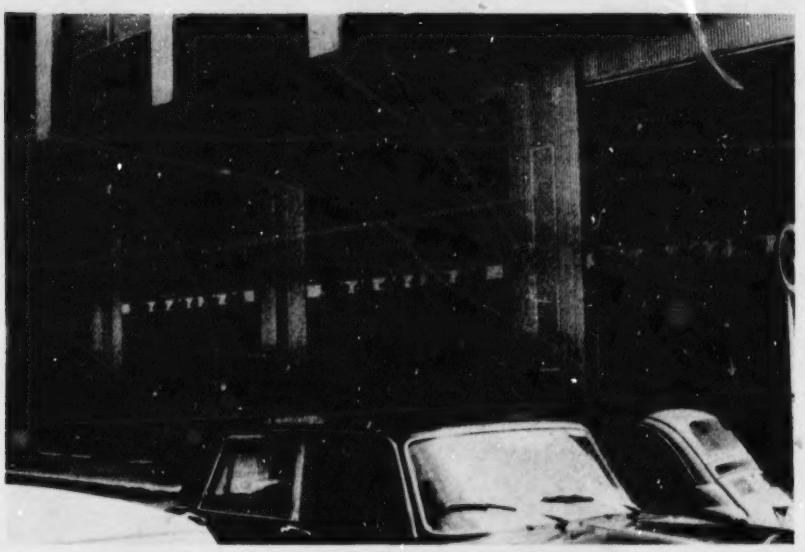
After the meeting, Maria meets her father at school and together they walk downtown. They stop at the bank. Maria waits while her father cashes a check at the bank.

Later, Maria's father has his hair cut at the barbershop, while Maria visits Aunt Rosa nearby.



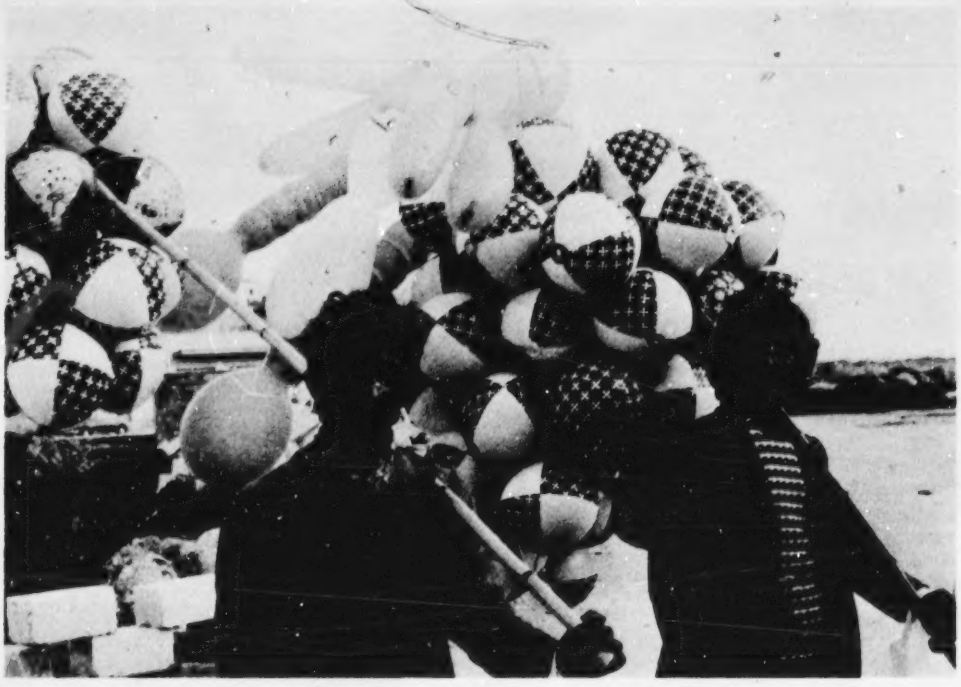
On the weekend, Maria and her family will visit her cousin Pietro and his family.

Maria wants to take a present to Pietro. Maria and her mother shop for a present. They see men on the street selling all kinds of things from their trucks.



It is hard for Maria to decide what to buy for Pietro. They visit the big stores downtown. Finally, Maria buys a balloon.

"Pietro will like that!" she says.

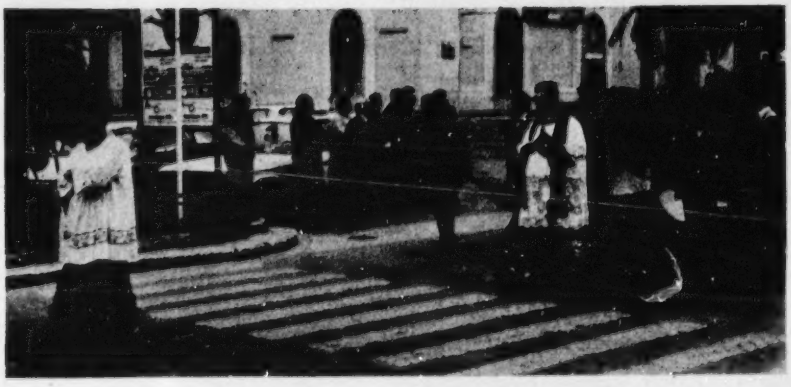


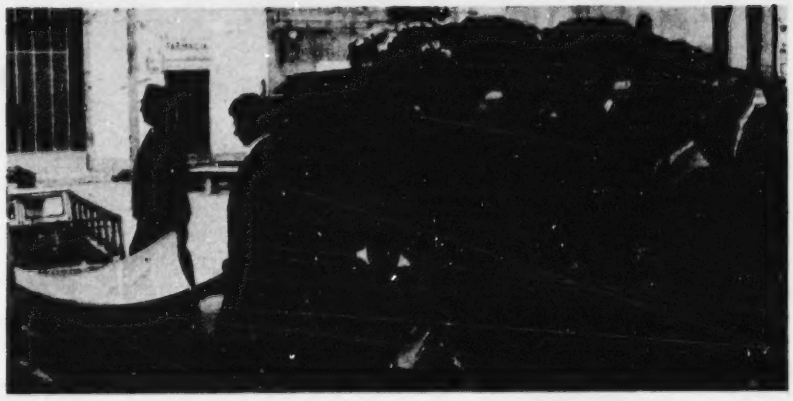
On Saturday, the family arrives at the train station. "Will the train be on time?" asks Maria's father.

When the train pulls into the station, everyone climbs aboard. Carlo lets Maria sit by the window. Maria likes to ride the train and look out the window at the countryside.

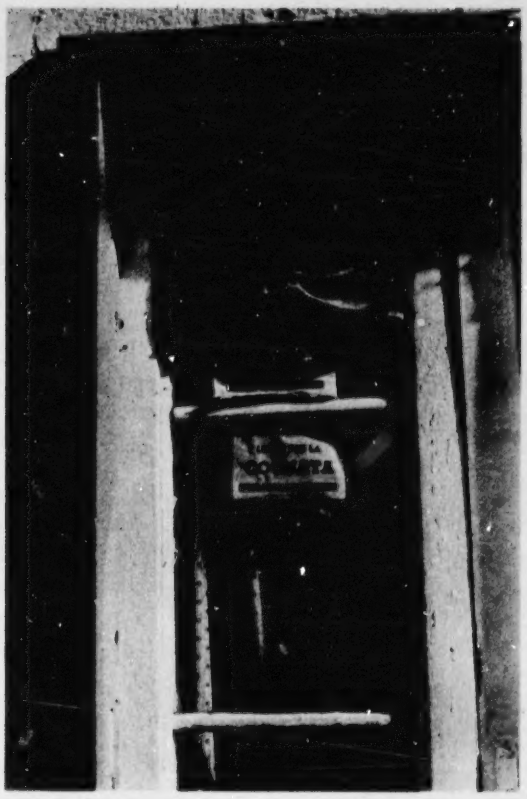
USCITA means EXIT

After the family arrives back in Pozzallo, Maria's grandfather learns that a woman from the town has died. The woman's husband is in grandfather's club. Two priests and people carrying wreaths lead the funeral procession. People who carry the coffin and the club's banner have a special place in the parade.





The people in town know that someone has died because they see black ribbons and signs on the door, like the ones in the picture. People who knew the dead woman feel sad. Because families are large and family members are close to each other, it is not surprising to see a door such as the one in the picture.



LUTTO PER IL FRATELLO means MOURNING FOR A BROTHER
LUTTO PER LO ZIO means MOURNING FOR AN UNCLE
LUTTO PER LA COGNATA means MOURNING FOR A SISTER-IN-LAW
The signs do not mean that the three people all died at the same time. They may have died during the past year or more.

When Maria and Carlo return home, they tell their mother about the funeral procession.

Mother has something to tell them! The family has received a letter from relatives in Brooklyn, New York, far across the Atlantic Ocean. Maria and Carlo decide to write a letter to their American cousin, Josephine.

Francesco, their older brother, has just bought a camera and would like to take some pictures to send with the letter.

"Why don't you make a photograph album to send to your cousin Giuseppina (Josephine)?" asks mother. "Don't forget to take pictures of Anna and little Lucia. Francesco is learning English in school. Perhaps he will write something in English about each picture in the album."

On the next page are some of the photos in the album.

This is our street. The arrow points to our home.

Mother and Grandmother teach Lucia how to walk.

Maria and her friends are going to be in a parade.

Maria and Anna get ready for a party.

Father and Grandfather like to talk to their friends.

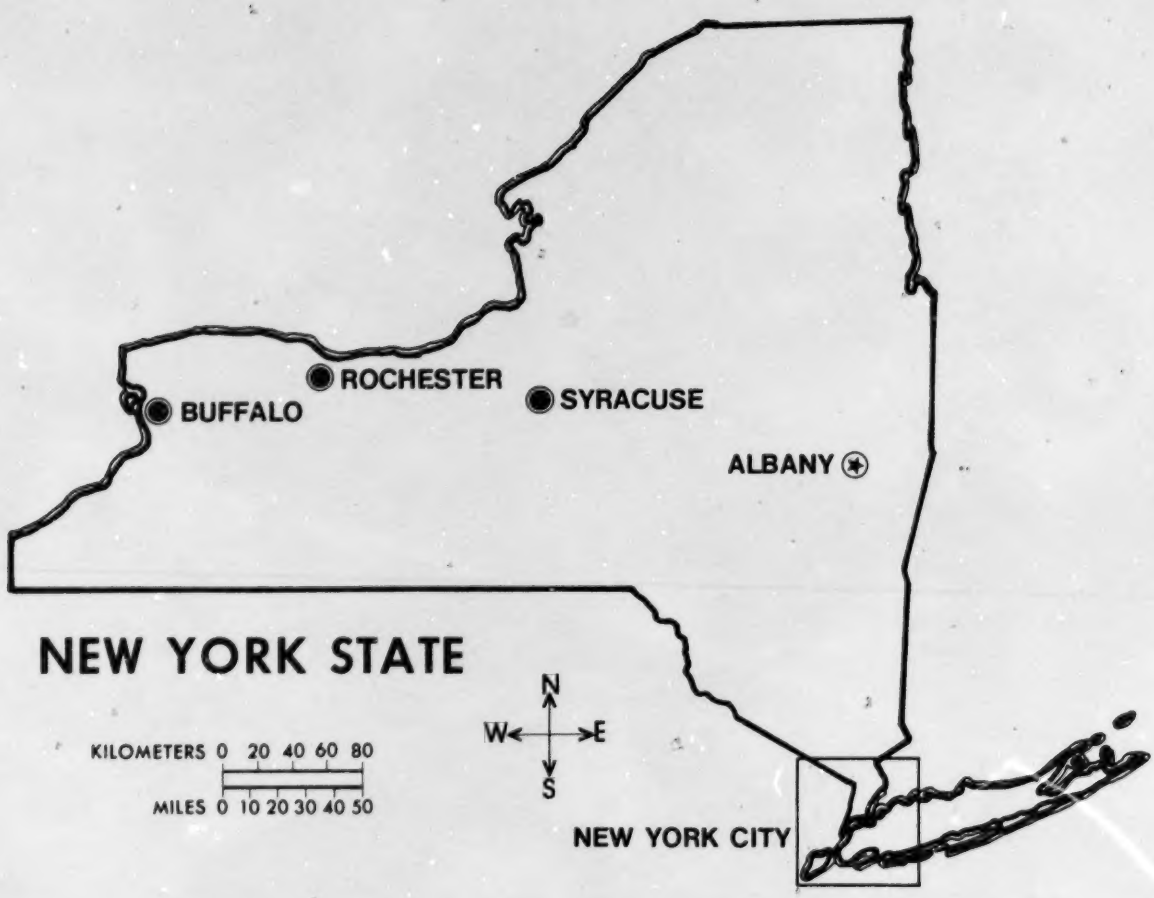
The children like the swings in the village park.

Word Box

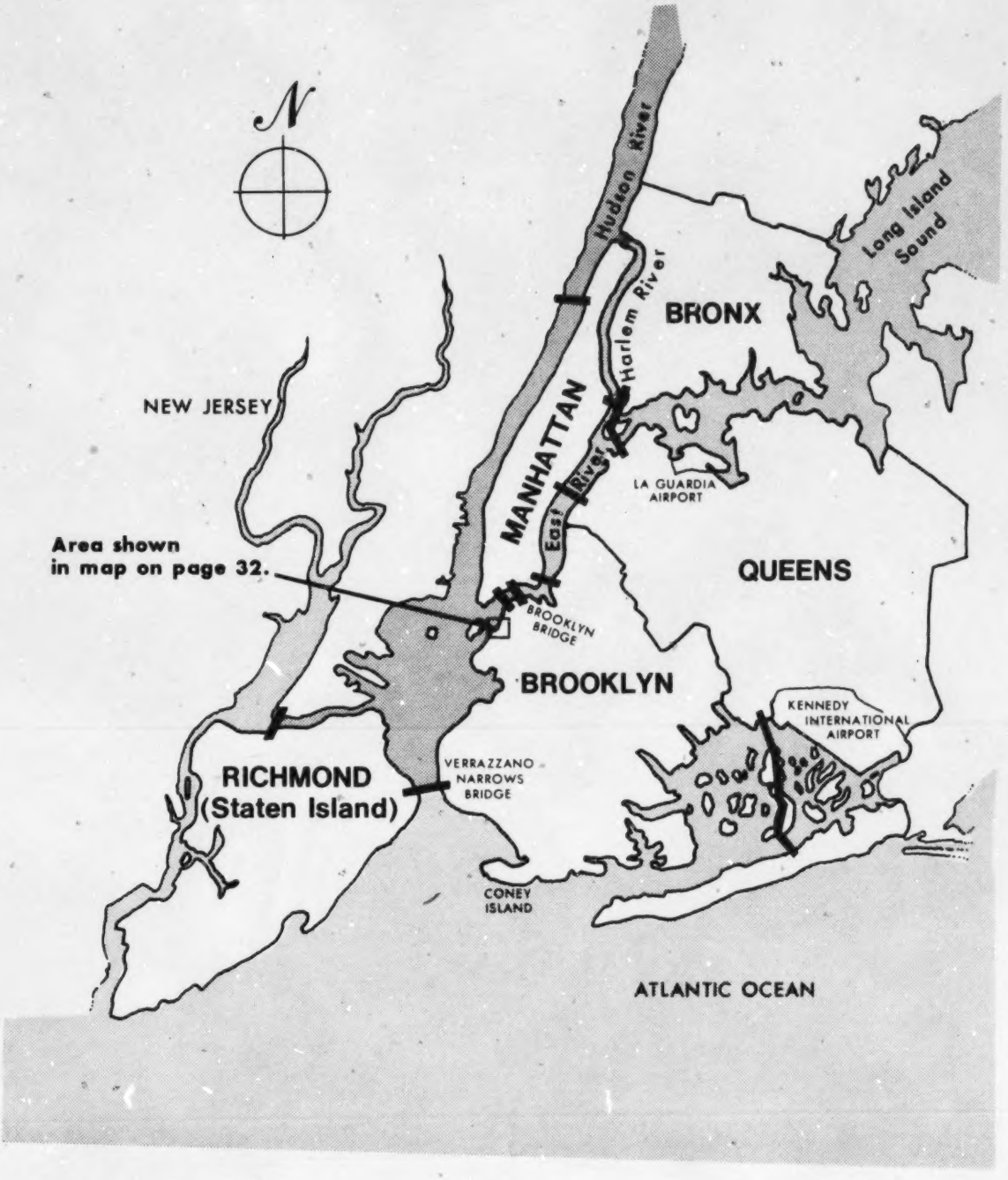
English	Italian	Spanish	French	German
Mary	Maria	María	Marie	Maria
Charles	Carlo	Carlos	Charles	Karl
grandfather/ grandmother	nonno/ nonna	abuelo/ abuela	grand-père/ grand-mère	Grossvater/ Grossmutter
fisherman	pescatore	pescador	pêcheur	Fischer
sailor	marinero	marinero	marin	Matrose
ship	nave	barco	bateau	Schiff
factory	fabbrica	fábrica	usine	Fabrik
machine	macchina	máquina	machine	Maschine
net	rete	red	filet	Netz
school	scuola	escuela	école	Schule
bank	banco	banco	banque	Bank
present (gift)	regalo	regalo	cadeau	Geschenk
train	treno	tren	train	Zug
station	stazione	estación	gare	Bahnhof
window	finestra	ventana	fenêtre	Fenster
funeral	funebre	funerale	enterrement	Begräbnis
letter	lettera	carta	lettre	Brief
cousin	cugino/cugina	primo/prima	cousin/cousine	Kusine
Josephine	Giuseppina	Josefina	Josephine	Josephine
Frank	Francesco	Francisco	Francis	Franz
English	inglese	inglés	anglais	Englisch
photograph	fotografia	fotofrafía	photo	Fotoaufnahme

CHAPTER 3
COUSIN JOSEPHINE IN BROOKLYN

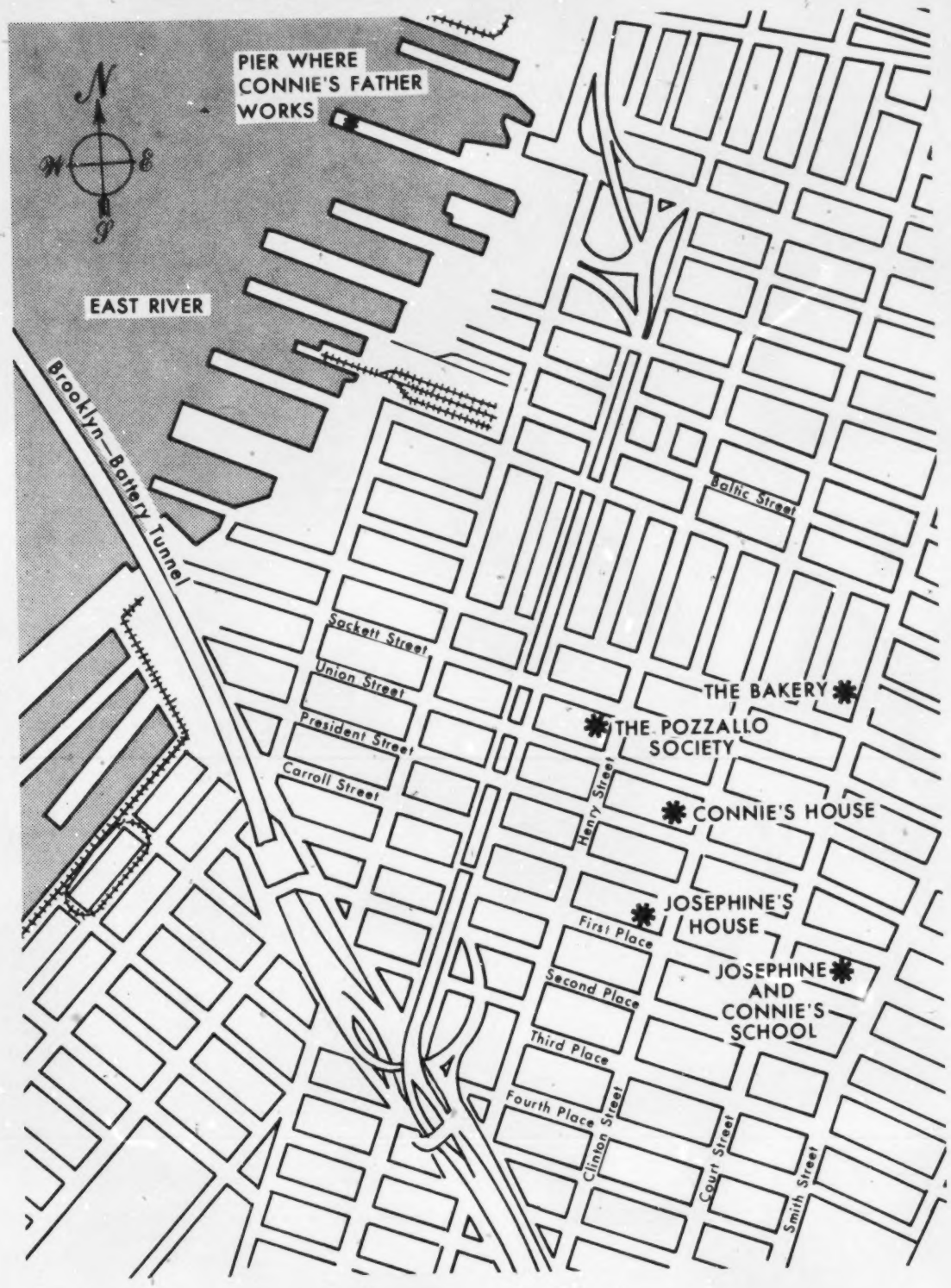
NEW YORK STATE



NEW YORK CITY



DETAIL WITHIN BOROUGH OF BROOKLYN



CHAPTER 3
COUSIN JOSEPHINE IN BROOKLYN

Cousin Josephine lives in the United States. Josephine and her family live in a part of New York City called Brooklyn.

A few years ago, many of the streets in Josephine's neighborhood were made one-way to make the traffic move better. The trucks carry goods to the stores. Some people in the neighborhood are worried that the streets are too busy for the people to cross safely.

Most of the people in Josephine's neighborhood are Italian-Americans. Many, many of them come from Pozzallo.

They live in apartments. Josephine's father owns a bakery store not far from the family's apartment. There are many stores in the neighborhood. Some of the stores have apartments or offices upstairs.

Today, Josephine and her friend, Connie, walk home from school together. Even on the street where Connie lives there are many cars.

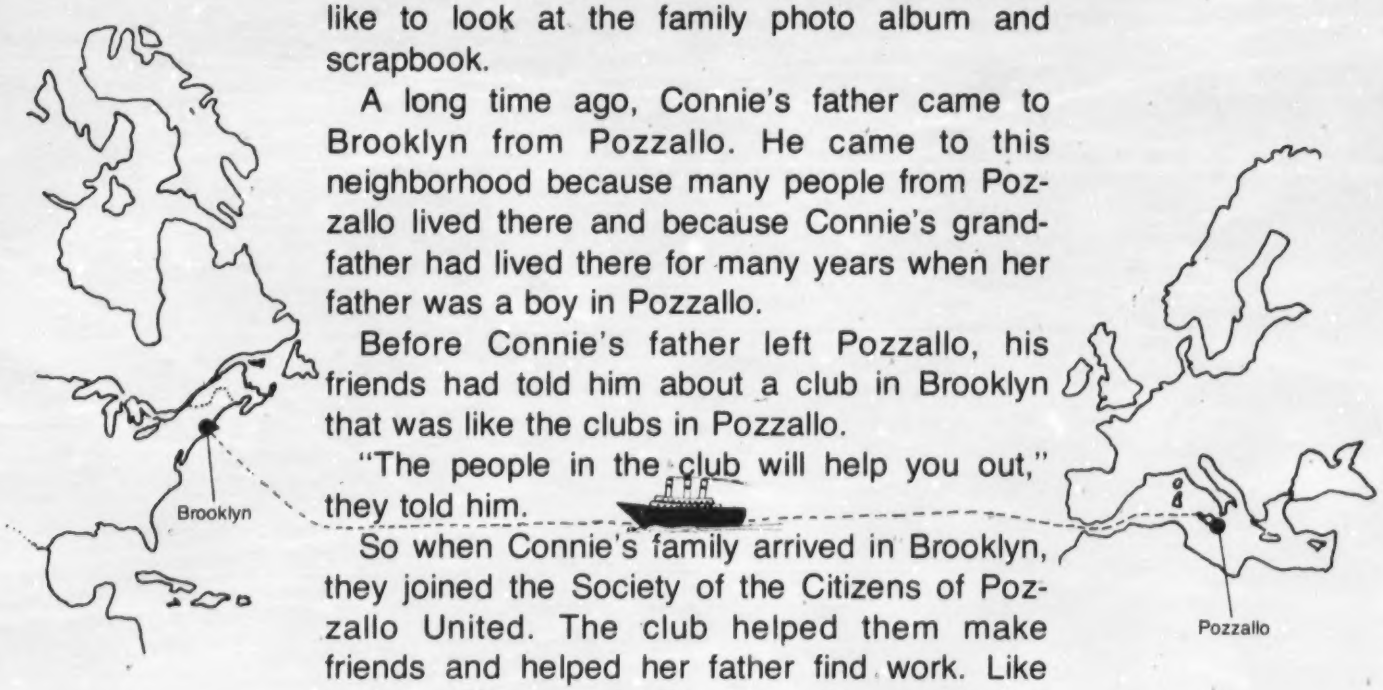
When Josephine asks her mother if she may roller-skate to Connie's house, her mother says, "Be sure to stay on the sidewalk except when you cross the street."

At Connie's house, Connie and Josephine like to look at the family photo album and scrapbook.

A long time ago, Connie's father came to Brooklyn from Pozzallo. He came to this neighborhood because many people from Pozzallo lived there and because Connie's grandfather had lived there for many years when her father was a boy in Pozzallo.

Before Connie's father left Pozzallo, his friends had told him about a club in Brooklyn that was like the clubs in Pozzallo.

"The people in the club will help you out," they told him.



So when Connie's family arrived in Brooklyn, they joined the Society of the Citizens of Pozzallo United. The club helped them make friends and helped her father find work. Like many of the men in Brooklyn, Connie's father had worked on ships for many years. He still wanted to work on ships but not at sea. Many of his friends worked on the docks as "longshoremen" (people who load and unload cargo from ships) and Connie's father decided that he, too, would become a longshoreman.

Grandfather in the Italian Navy during World War 1.

Grandfather in Brooklyn thinks of his children in Pozzallo.

Grandmother's passport. Father is on the left. Aunt Carmela is on the right.

Mother and Father on their wedding day.

Our family at the Pozzallo Society.

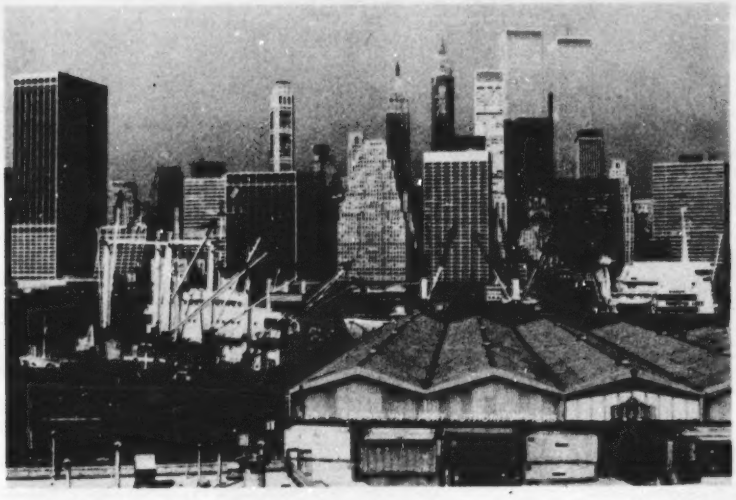
—these photos from collection of the Benedetto Modica family.

Each month, Connie's father has a meeting with the other men at the Pozzallo Society. The inside of the Society building does not look the same as it did when Connie's father first saw it, many years ago. Many people helped to fix up the building.

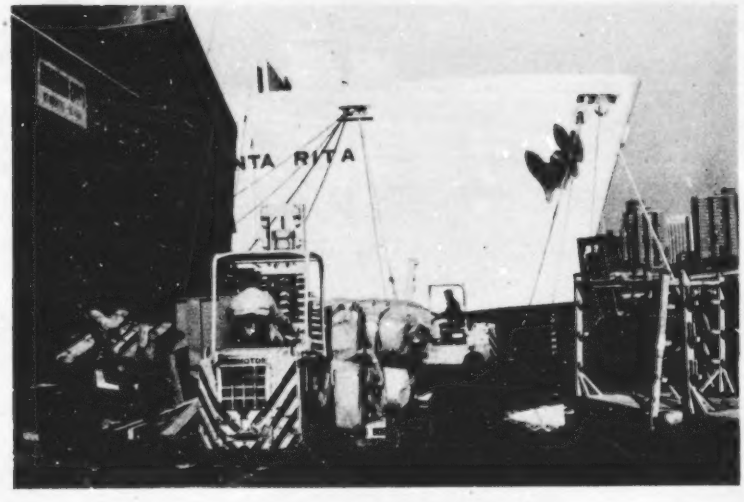
Just as in Pozzallo, women usually do not go into the Society building, except for special times, like holiday parties.

The Society building shows that the members love their home town across the sea and they also love the United States.

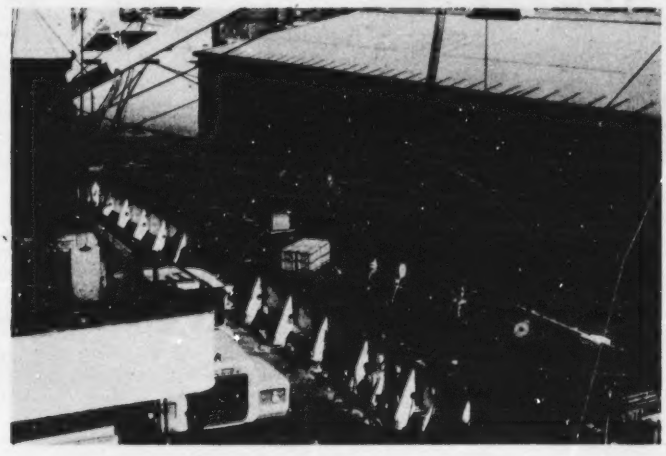
Connie's father and many of the men from the neighborhood work on the Brooklyn docks loading and unloading cargo for the large ships that sail all over the world.

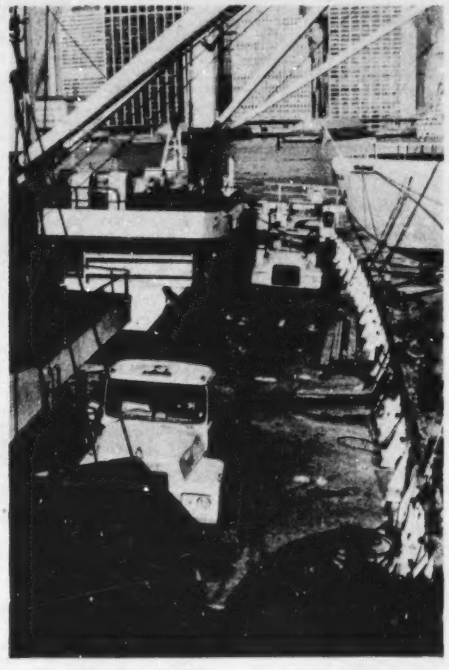


Connie's father enjoys his work.



After the ships are unloaded, their cargoes, which have come from all over the world, are sent to many parts of the United States by train, truck and plane. It is very important that the ships be unloaded quickly and carefully. The longshoremen use machines to make their jobs easier.





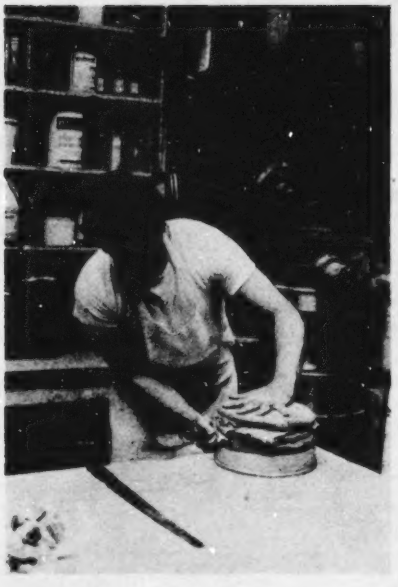
Working on the docks is hard work. Sometimes machinery has to be repaired.

Josephine's father and mother work hard at their bakery. Their store has become busier and busier since he opened it many years ago. Many people who come into the store speak Sicilian. Sicilian is like Italian in many ways.

Josephine's older brother, Anthony, helps his father and mother in the bakery. Someday he will own the store. He is learning all about Italian and Sicilian baking. Some recipes for cakes and other goodies have been handed down from Josephine's grandparents and great-grandparents.

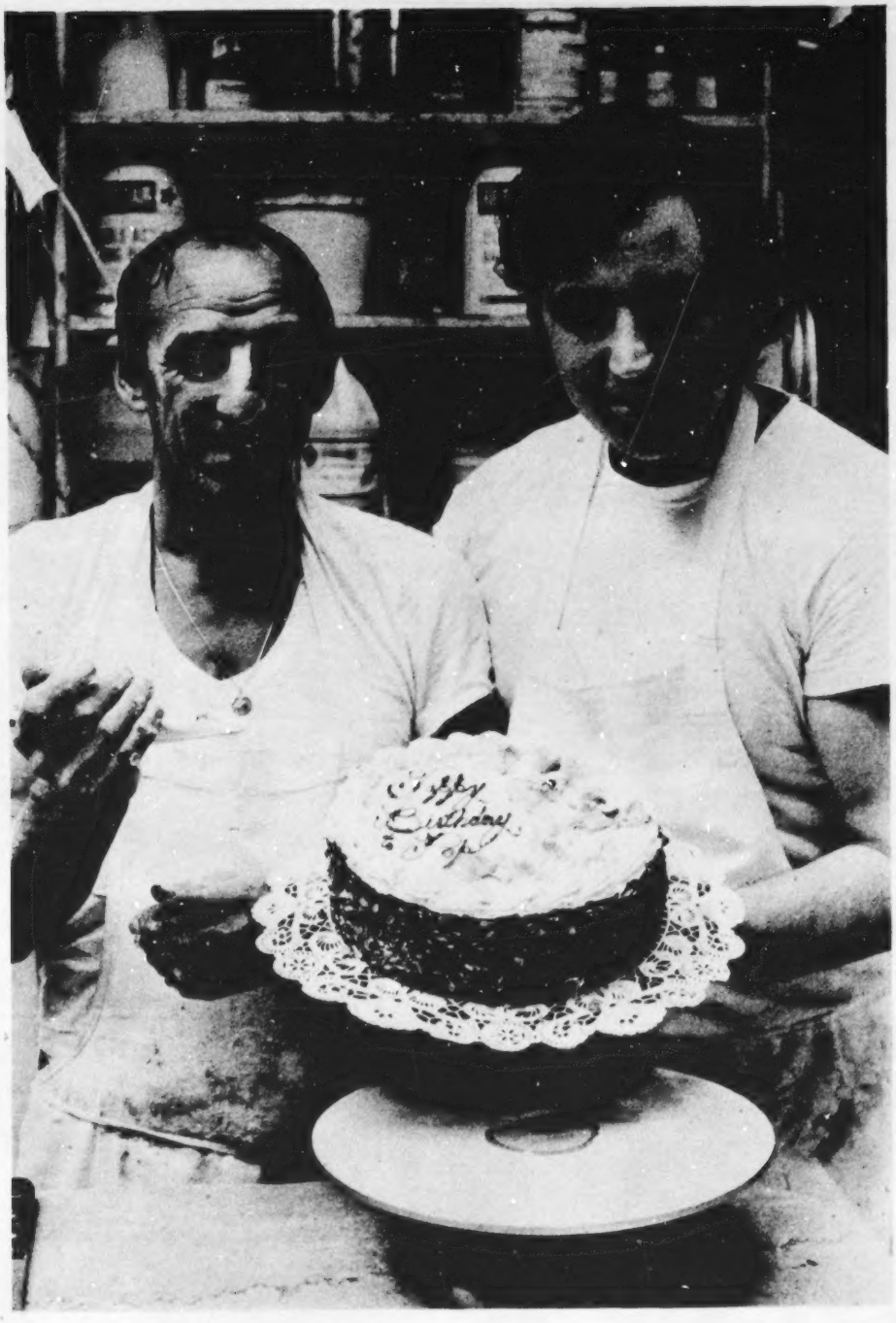
Anthony asks his father if he can have the afternoon off to go to a ball game. Father says, "Yes, but first take care of this order from Mrs. Scala for a birthday cake for her father's 80th birthday. Make an extra nice cake because it is for an old friend of mine. And don't forget to write 'Happy Birthday, Pop' with frosting. If you finish the cake this morning, you may go to the game this afternoon."

"Thanks, dad," says Anthony, as he starts working on the birthday cake.



"This is almost like building a house or making a statue," thinks Anthony.

"Now that is what I call a fine birthday cake. Good work, Anthony! Go along and have a good time at the game!"



CONCLUSION

What Have We Learned?

What have we learned from our stories about Pietro, Maria, Josephine and their relatives and friends? Remember, we started out by saying that each place is different. We have studied something about the communities in which the three children live. We know that Pietro's Modica seems big, but not as big as Josephine's Brooklyn. We know that Maria's Pozzallo seems small but not as small as some villages.

We know that Pietro and Maria are Italian and we know that Josephine is an American whose parents and grandparents came from Italy. Sometimes people like Josephine are called "Italo-American" or "Italian-American." Perhaps you know some Italo-Americans or Greco (Greek)-Americans or Polish-Americans, or Chinese-Americans or Afro-Americans. Do you know other people who might be "_____-Americans?" Perhaps some people prefer to be just "Americans." People may like it one way or the other way.

We see how some of the customs of the people in Pozzallo are followed by the people in Brooklyn. We see how some ways of living can be different in different places, even among people who are related to each other, or otherwise similar. We see many familiar things as well as many things that are not familiar.

Perhaps learning about Pietro, Maria and Josephine will make you want to learn about other children in your community and in this country and in other countries.

You will find that the words of the famous children's song are very, very true indeed: "It's a small world, after all!"

teacher section

TEACHER SECTION

Overall Objectives—*Families, Ways, Places*

As stated in the introductory sections of these materials, the overarching purpose is to help create an atmosphere conducive to understanding and appreciation of one's own ethnicity and the ethnicity of others. The New York State primary social studies program consists of four years (K-3) of emphasis on local environment and community. The relationship between the groupings is self-evident, since the local environment is generally defined in terms of communities (family, neighborhood, school, etc.). Although the teacher, using the State curriculum, proceeds from the familiar to the relatively unfamiliar, in *Families, Ways, Places*, a situation is introduced, which on the surface may appear remote and unfamiliar, but turns out to have many familiar aspects after all.

Beginning with a look at the everyday lives of two cousins, in two Sicilian communities with different geographic settings, the story expands to picture the life of another cousin in an ethnic community in Brooklyn. Customs, folkways, life-styles are introduced in a casual, comfortable fashion and are constantly related to the pupil's more familiar experiences. Ample use of visuals helps to insure a higher level of comprehension.

Stressed throughout the entire Ethnic Heritage program is the "model" nature of the materials; that is, a prototype conceptual framework which can be adapted at any level to relate to the experience of almost any ethnic group in the United States and to its ancestral lands. Thus, the story of Pietro, Maria and Josephine, their families and friends, their geographic, social, cultural and economic environments—this story has many universal characteristics with enough significant variations relating to ethnic and other factors to develop and deepen the student's understanding of the concept of *cultural pluralism*.

Introduction: *Each Place Is Different*

Strategy: Before reading the introduction, the teacher should familiarize pupils with the globe as a representation of the earth. Pupils should be shown the approximate location of their own community. At this point, and from time to time during the use of the materials, the places mentioned in the story, such as Italy, Sicily, the United States, New York State, New York City, and Brooklyn should be identified and located.

Chapter 1
Pietro Lives Here

Objectives: The pupil will be able to demonstrate an understanding of

—some effects of geography on living patterns
—some of the ways people adapt to different kinds of geographic settings
—some basic elements of place geography as represented by maps and diagrams, use of directions, specific locations, symbols
—some basic characteristics of community life
—some basic characteristics of local government

Key Concepts and Ideas: patterns of space
adaptation
urbanization
neighborhood
power (political)

Strategies:

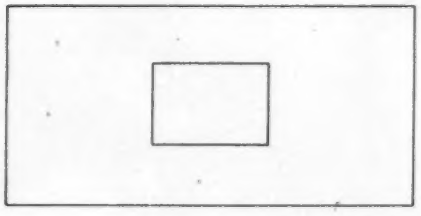
1. Before reading each part of the story, ask the pupils to look at the pictures in the chapter and describe what they see. As the pupils name items, these could be listed on a chalkboard by the teacher and then grouped according to broad categories.
2. After reading the story, questioning could follow along these general lines:
   a. What does the picture tell you about Pietro's town?
   b. How do we know that these are houses instead of offices and stores?
   c. How do you suppose the people who live in houses near the top of the hill get to and from their homes?
   d. What is it like to live on a hill as Pietro does?
   e. Do you think it is hard for Pietro to run up and down the stairs? Do you think it is hard for Pietro's parents or grandparents? Would you like to climb these stairs every day?
   f. What about the narrowness of the street? If you lived in a house on this street, would you have any problems about playing? noise? What other problems might you have if you lived on such a narrow street?
   g. Why are there more people and cars in some pictures than others?
   h. What are some of the things Pietro and his friends might see when they walk to school down this street? How might they be alike or different from the things that you see as you walk in your neighborhood?
   i. What are some of the things in the pictures that might have looked the same when there was a ruler on top of the hill long ago? What would be different?
3. The story mentions a ruler of long ago who lived in a castle at the top of the hill. Why was the castle built on the top instead of somewhere else?

Activities/Departure Points:

1. Recorded excerpts of Italian and various other foreign languages can be played to help pupils become acquainted with the sound of different languages. Pupils can try to identify words which are similar to English words that they know. Have pupils listen once without any knowledge of the meaning of what is being said and then listen again after being told the gist of the passage. Such subleties as inflection, pitch changes, etc., could be noticed. The question could be posed and discussed: Why are there different languages?
2. Have someone who speaks Italian talk to pupils. Have pupils recognize that even with language differences, understanding

can be reached through the use of universal gestures (head movements for "yes" and "no," hand motions, etc.), objects, mimicry. If there is the need or wish to communicate, communication will take place.

3. Have pupils locate early photographs of their locality or localities. Have them compare early and present-day photographs and discuss obvious or apparent changes. What things are the same? Would you have liked to live in your town (village, city) long ago? What would you have liked about life at that time? What would you not have liked?
4. On graph paper or on a grid on the chalkboard, draw a map of the classroom. Locate windows, doors, sinks, toilets, movable objects. Cutouts and dual-faced tape can be used. Discuss patterns of space in the classroom. Why are things arranged as they are? How does the traffic move? What other ways could the classroom be arranged?
5. Have pupils draw a map or a picture of their street or neighborhood or perhaps arrange a group of pictures into a story similar to the story of Pietro and Maria, using simple captions for the picture. A model of the neighborhood could be used also.
6. Have the pupils make a camera viewfinder out of cardboard according to a pattern similar to that below. If pupils hold this cutout close to their eyes, they can get a view similar to that seen through the viewfinder of a real camera. After a few minutes of looking at objects or scenes this way, have the pupils draw what they have "photographed" with their make-believe cameras. The "photographs" can be displayed and discussed by the group.



Chapter 2
Pietro's Cousin, Maria

Objectives:

The pupil will be able to demonstrate an understanding of

- —some effects of geographic environment on living patterns
- —some kinds of economic activities that can be found in small maritime communities such as Pozzallo
- —the basic relationships between a community's economic activities and other aspects of the community's life (i.e., education)
- —some of the ways in which a traditional society organizes itself for the fulfillment of social needs
- —some of the relationships between social organization in traditional society and social organization in a less traditional society
- —some of the rites of passage in a traditional society
- —some of the relationships between rites of passage in a traditional society and rites of passage in a less traditional society
- —some key aspects of sex roles in traditional communities and less traditional communities
- —some of the ways that social change can occur
- —some modes of transportation for people and goods.

Key Concepts and Ideas:

society
tradition
economic activity
rite of passage
social organization
mourning
sex roles
social changes

Strategies:

1. Before reading the story, have pupils look at the pictures of Pozzallo, then look back at the pictures of Modica in Chapter 1. Have them tentatively compare the two localities by asking the following questions:
   a. In what way do the towns seem different from each other? in what ways are they alike?

b. Would you rather live in Pozzallo or Modica? Why?

2. After reading the story, talk about walking around a place with someone who is close to you.
   a. Why do you suppose Maria and her grandfather take walks along the beach? What do they see? What do they talk about? What are some of the sounds they hear?
   b. Do you take walks with someone close like a grandparent, parent, other relative or older brother and sister? Where do you go on these walks? What do you see? What do you talk about?
3. Have pupils discuss some of the ways people learn to do certain things from parents, grandparents, friends, etc., using this possible approach:
   a. How do you suppose Maria's grandfather knows about the sea? How did he learn what he knows?
   b. How do you think older men taught young men how to be good fishermen?
   c. Has anyone in your family learned how to do something from an older person? Have you?
4. Discuss going to school to become a sailor.
   a. Why do you think it is necessary to go to school to become a sailor? Is it more necessary now than it was when Maria's grandfather was young?
   b. Why should it be so strange for two girls to attend the Nautical High School? Why do you think the two girls want to attend the Nautical High School?
   c. What is life like on board a ship? Do you think it would be hard? Do you think sailors make a lot of money?
5. Looking at pictures of buildings in Pozzallo, can you tell the purpose of some buildings by looking at them? Does something about a building in the picture tell you that it is a special place?
6. Discuss social organizations, such as clubs:
   a. Why do people form clubs or societies? Are there clubs in your school? Do you belong to any clubs? Do your brothers or sisters belong to any clubs? Do your parents or grandparents? What kind of club do they belong to?
   b. What do you think the men in grandfather's club do or talk about when they get together? Do you think Carlo will want to join grandfather's club?
7. By looking at the pictures of the factory, have pupils discuss sequence.
   a. What kinds of machines are used in the factory? Why are the machines used?
   b. Why do you suppose one woman is wearing gloves?
   c. Do the painters seem to be working carefully? How do you know?
   d. Does the factory seem to be busy? Why do you think the owner and his family are smiling?
8. After reading/studying the sequence about the netmaker, discuss that economic activity using these suggested questions:
   a. How do you suppose the netmaker learned how to make nets? Why do you think he told the boys that the knots must be tight? Does the man seem to like what he is doing?
9. The next sequence dealing with the trip to the bank and the barbershop can stimulate discussion along these lines:
   a. In the first picture, where is Maria's father standing? How can you tell?
   b. What do you think Maria is doing while her father talks to the men at the bank?
   c. Why do you think Maria does not go into the barbershop with her father?
10. On the map of central Pozzallo, have pupils locate key places in the story. Maria's house, school, her aunt's house, grandfather's club, the Nautical High School, the wharf, the bank, the barbershop. Pupils can be asked these questions:
    a. What are some of the ways Maria could walk from her home to school? If she were late, what would be the fastest way to go?
    b. What direction would Maria go to get back to the bank? to Aunt Rosa's

house? How would her father get to the barbershop?

c. What other places do you see on the map?

11. In the sequence of the trip to visit Pietro, discussion can be based on these questions:
    a. What kinds of things are being sold on the trucks?
    b. Do you see something that Maria might like to buy for Pietro? How do you think she will decide what to buy?
    c. What would you buy for Pietro if you were Maria? Why?
    d. Do the scenes of Pozzallo in this sequence show a town very different from your town? In what ways? Would you be happy living in Pozzallo? How would you have to change your life in order to be happy in Pozzallo?
    e. In the second train picture, what things tell you that Maria and her family have already gotten aboard the train? Can you tell if the train is about to leave? How? What can you tell about the other people taking the train?
    f. If Maria and her family missed the train, how else do you think they could travel to Pietro's city? How might the routes be different? How might the schedules be different?
    g. What does Maria see as the train passes through the countryside?
12. Discuss the meaning of certain rites of passage, such as birthdays, first day of school, weddings, funerals, etc. and the ways different people approach such events. Such questions as the following might be posed:
    a. Why do people come together for such events?
    b. In the pictures of the Pozzallo funeral and mourning, what kinds of things show that someone has died? Do any of these things look like things that you would see if someone you knew had died?
13. Have pupils study the "album" photographs being sent to relatives in the United States. Discuss the story along these lines:
    a. Why do you think Maria and Carlo chose these pictures to send to their relatives? Why couldn't they just tell about the same people or events in a letter? Do the pictures help to tell the story better? What other pictures would you have sent?
    b. Why do families and friends write letters and send pictures to each other? What do you write about in letters to friends and relatives?

Activities/Departure Points:

1. Using pictures cut out of magazines or other sources, have each pupil create a picture story of a town he or she would like to live in. Have each pupil describe his/her ideal town to the rest of the class. Have pupils discuss as follows:
    a. Why does each pupil's ideal town look the way it does? In what part of the town do people live? work? play? How can you tell? Is this ideal town hilly or level? Is it by the sea or inland?
2. Using similar pictures, have the group "create" a town and then make up and write down a story about a family living in the town. Alternatively, have each pupil write an original story. Discuss such questions as:
    a. Why do people live in a particular place? Have their families lived there for a long time? Are there other kinds of ties (ethnic, religious, economic)?
    b. Does the family in the class story enjoy living in their town (city, village)?
3. Have pupils list ways in which they have learned from older people—parents, grandparents, siblings, friends (e.g., cooking, gardening, fishing, sewing, etc.) and then compare lists.
4. Invite a "senior citizen" to visit classes and tell pupils about aspects of life that are different from their own experiences (prearterials, pretelevision, prefast-food places). The emphasis should be on changes in life-styles and changing needs of people. The term "good old days" could be analyzed in simple terms. How good were the "good old days" after all? This is an unanswerable question, of course, but pupils can learn the pitfalls of looking at the past or the present in terms that are too negative or too positive.

5. If possible, have pupils make cassette tape recordings of their grandparents or other elderly people telling them stories about days gone by. Before undertaking this project, the teacher should help pupils prepare questions for their interviews and practice them on each other.
6. Using a diagram of a ship's interior or a suitable model, discuss the different parts of a ship and the duties of the crew. Have the students pretend that they are taking the place of crew members. Emphasize the excitement in visiting different places as well as the hardships of confinement to a limited space, unpredictable weather conditions, seasickness, homesickness, living and working closely with other people for extended periods. Stress the fact that voyages are often long in duration and that in order to meet the needs of the crew, the ship is organized like a small town, so to speak, with distinct areas for sleeping, eating, working, recreation, worship, etc. Discussion can be built around such questions as:
   a. What can you learn from the diagram or model about the location of things on the ship?
   b. Why do you suppose there are so many levels on the ship?
7. The class should collect symbols (or pictures of symbols) of various kinds of organizations—community, religious, fraternal and other, such as flags, insignia, uniforms, membership cards, letterheads, announcements of events. Pupils should discuss the various symbols, their meanings and their relationships to the organizations they represent.
8. Pupils could form a new club for some specific (or general) purpose. After the goals of the club have been discussed and decided, have pupils develop a club symbol or logo. Who will be able to join the club? Will anyone be excluded? Why? Will the logo or symbol exclude anyone?
9. Invite a local craftsperson to talk to the class about his/her craft and to answer questions.
10. Plan a visit to a crafts workshop in which the manufacturing process is at least partly carried out by handicraft. Before the visit, have pupils prepare an appropriate set of questions to ask at the workshop. Questions might deal with which operations are carried out by hand and which are carried out by machine, cost of materials, time needed to make the object(s), appearance and use of the object(s), selling price, etc.
11. Have pupils draw maps of their own neighborhoods, showing (if the neighborhood lends itself to such a map) public and private spaces, such as stores, parks, banks, schools. Pupils should develop original sets of symbols for each place identified.
12. Have pupils pretend that each one of them is getting a present for a friend or relative of similar age. Presents must be made in school or at home or must be found on the ground—in the woods, at the seashore. What sorts of things could be given? What personal possessions might pupils be willing to trade in order to get something to give as a gift to others?
13. Collect sample train and bus timetables and tickets from the various places in the United States and, if possible, from other countries. Show pupils how to read timetables. Help pupils understand the relationships between time and distance and the frequency of "runs" at certain hours or at certain times of the week or year.
14. Have pupils prepare a trip itinerary, using timetables and pictures from magazines. This can be an individual or collective effort.
15. Using photographs taken from magazines, newspapers or family albums,* have pupils discuss such events as christenings, confirmations, bar mitzvahs, birthdays, weddings, anniversaries, funerals, etc. Explore symbols, rituals, food, music, clothing, etc., associated with the events, and compare similarities and differences in ways families observe rituals

* Using pupils' own family photographs can be hazardous to rare and old prints. These should be used only with permission of grownups. Such use provides an opportunity to teach about care of rare or irreplaceable objects, such as old photographs. Some high-quality copying machines can reproduce photographs fairly well.

such as:

birthdays: cakes, candles, spankings, presents

weddings: clothes, exchange of rings, promises, cutting of cake, throwing of rice, music, flowers, throwing of garter

funerals: use of black in clothing and announcements, open or closed coffins, mourning periods, flowers, wakes, burial, cremation, flags at half-staff.

16. Discuss the ways in which different people or groups celebrate the religious or civil holidays or events in different ways, for example:
    a. different customs and foods for Christmas, depending on family or ethnic tradition
    b. special customs and food for Thanksgiving, Passover
    c. special symbols such as Santa Claus, the Easter Bunny, Jack O'Lantern
17. The class could undertake an imaginary pen-pal project with pupils pretending that they are writing to other children who can't read, write or understand English very well. Therefore, they must rely mainly on pictures to tell the story. Could Maria and Carlo and Pietro understand the letter?

Chapter 3
Cousin Josephine in Brooklyn

Objectives:

The pupil will be able to demonstrate an understanding of

—some effects of geographic environment on living patterns

—some of the ways people adapt to different kinds of geographic settings

—some basic elements of place geography as represented by maps, diagrams, use of directions, specific locations, symbols

—some key elements of ethnic communities in the United States

—some of the relationships that can exist between transplanted ethnic communities and ancestral communities

—some of the experiences of persons emigrating to the United States from other countries

—some aspects of sex roles in a transplanted ethnic community

—some types of economic activities found in a large, urban, ethnic community

—some of the relationships between economic activities of an ethnic community in the United States and those of an ancestral community

Key Concepts and Ideas:
patterns of space
adaptation
urbanization
traffic flow
ethnicity
acculturation
ethnic identity
ancestral community
sex roles
economic security
emigration
immigration
citizenship
cultural persistence
family solidarity
seamanship

Strategies:

1. Have pupils look at pictures carefully, and discuss what they see.
    a. Why do you think there are so many stores in this part of the city? What do you think some of the stores sell? How can you tell from the pictures?
    b. What other kinds of buildings do you see in the pictures?
    c. What do you think the people in the pictures are doing? How can you tell?
2. Why do you think the streets were made one-way to make the traffic move more easily? Do you think the streets are very busy? Why are more people in the street in the first picture than in the second picture?
3. Have pupils pretend they are going home with Josephine and Connie.
    a. Why do you suppose Josephine likes to skate home from school? Do you think there are many places in the neighborhood to go on skates? Why do you suppose Josephine's mother

told her to stay on the sidewalk? Do you think that knowing how to skate could be useful to children who live in the city? Would skating be better than riding a bike in the city?

b. Have pupils list the things they see in the photo of the two girls. Discuss the items, such as the "Don't Walk" sign, the fire hydrant, the mail box, the parking meter. What roles do these objects play in the lives of the people of the city? Are they important?

4. Have pupils look at pictures from Connie's family album. Discussion could generally follow this pattern:
   a. What must it have been like for Connie's grandfather to come to a new country? for her grandmother? for her father?
   b. Why do you suppose Connie's grandfather and father came to the Brooklyn neighborhood?
   c. Do you think the Pozzallo Society made it easier for them to get settled? What do you think the society did for them?
5. Discuss the nature of the club, as described by the photos of the Pozzallo Society:
   a. What do the men do at the club?
   b. Do you think the club has changed very much since Connie's grandfather first came to the Brooklyn neighborhood?
   c. How can you tell that the members of the Pozzallo Society are proud of having come from Italy and Sicily? How can you tell that they are proud and happy to be living in the United States? Do you see any symbols that help answer these questions?
   d. By looking at the photos, can you tell some ways in which the Pozzallo Society is like the club in Pozzallo to which Maria's grandfather belongs? In what ways is it different from the club in Pozzallo?
   e. There are no women in either set of club photos. Why do you think this is so?
6. After looking at the pictures of the longshoremen, pupils should discuss what they see in terms of the following:
   a. What do you think are some of the things being carried on and off the ships?
   b. Does the work look hard? What do you see in the pictures that tells you whether or not the work is hard? Do you think the men enjoy this work? Do you think that men who work on the docks should make a lot of money? Why or why not?
7. Pupils may discuss the bakery shop segment. Some suggested questions are:
   a. What things in the pictures tell you that this is a bakery? Does it look like other bakeries that you have visited? Are there things about it that are different? Who works in the shop besides Josephine's parents and brother? Do you think most of the customers live in the neighborhood? Why?
   b. Why do you suppose Josephine's brother, Anthony, works in the bakery? Do you think he works hard? Is it ever fun? What are some of the things he has learned to do? Do you think he should have asked for time off to go to the ball game? Why or why not?
   c. Would you like to work in this kind of bakery? Why or why not?

Activities/Departure Points:

1. Each pupil can draw a map or his/her neighborhood—or the neighborhood around the school—from memory or observation. Shops, churches, schools, residential areas, shopping centers, familiar landmarks should be located. The discussion can begin by comparing some of the drawings:
   a. What are the major features on the map? How are they shown? What can we tell about each neighborhood shown from the maps (types of housing—1-family, 2-family, apartment; zoning—residential and commercial, space between houses; availability of public transportation, etc.)?
2. Have some pupils (not the entire class) and the teacher write down what they see from the classroom window without discussing it with each other. Have them read aloud what they have written and

discuss differences in perceptions resulting from age, sex, interests, etc. Test the hypothesis: "What you see depends on your point of view."

3. If possible, locate maps or panoramic drawings which show the pupils' locality (village, town, city) in earlier times. A local historical society may be helpful in this activity. Using photocopies of the old maps or drawings, indicate the locations of stores, churches, schools, etc. Discuss change as it affects the visual nature of a place. For example, has a new shopping center on the edge of town had any effect on the number of shops in the center of the town? What effect do rivers, hills, creeks have on the locality's layout?
4. On the map of the home or school neighborhood, have pupils plot traffic controls, i.e., traffic lights, signs regulating speed, parking, intersections. Discuss why traffic controls are located where they are. Should the locations of controls ever be changed?
5. Obtain illustrations of traffic control signs that do not use words. Encourage pupils to learn and understand the meanings of the signs. Why are wordless signs being used more and more? What are some other wordless road signs that are now commonly found in many parts of the world?
6. Have pupils imagine that they are moving away from their home locality to a place very different and very far away. Pupils should try to imagine their feelings in such a situation. Would it be frightening? Would it be confusing? What if you changed your mind about the whole thing? Do you think it would be helpful to have a club to join? Would you be afraid or lonesome if you were "on your own" in a strange place?
7. Have pupils imagine that they wanted very badly to join a club, but for some reason were not allowed to join or were not given full membership. Discuss the matter of who should decide the membership of an organization? Should rules be changed from time to time?
8. If possible, have pupils take a field trip to a dock, port, truck dispatch center or railroad freight yard. Discussion could be based on the following questions:
   a. What types of goods are being transported to, from, or through the area being visited?
   b. What kinds of items need special handling?

   These and other questions can be asked of people who work at the facility.
9. As an alternative to (8), have pupils visit a nearby supermarket and study the labels on the products, especially those that need special packaging or handling. Ask the store manager to talk to the pupils about these things.
10. Using a map of the world and a United States map, plot *major* ship, rail freight, truck and airline routes with different colored marking pens or different colored pieces of yarn. What oceans and other major waterways are used? Where do the trains and trucks take the cargo after it is unloaded from the ships?
11. Have pupils locate in their locality, if possible, a bakery, grocery store, restaurant, or theater that has a special ethnic orientation. Arrange a field trip to the facility and, if possible, a behind-the-scenes tour. What other things besides the main product or service reinforce the ethnicity of the business (i.e., decor, background music, names, etc.)?
12. If a field trip such as described in (11) is not possible, invite the owner or manager of such a place to visit the classroom and talk to pupils. Have pupils prepare questions before the visit.

Conclusion: *What Have We Learned?*

Strategy:

1. After reading the conclusion, pupils and teachers should "tie it all together" with a clear understanding of how these materials relate to the general primary social studies content of local environment and community studies.
2. This should be accompanied by a discussion relating to the importance of preserving and transmitting the values, cus-

toms, traditions of an ancestral culture *and* the importance of appreciating and respecting the values, customs and traditions of others, even if those values, customs and traditions may be greatly different from one's own.

3. It should be pointed out during the discussion that not everyone has a clear-cut body of ethnically based values, customs and traditions to preserve and transmit and that the absence of this does not mean that a person is "incomplete" or otherwise deficient.
4. The last line of the text of "What Have We Learned?" refers to the famous children's song, *"It's a Small World After All."* Children have had a special affection for this song for many years. It would be worthwhile to study and discuss the words at some length, using either the sheet music or tape or disc recording.
5. Children should realize that many of the customs and traditions brought to this country by some groups have been adopted and adapted by other groups; on the other hand, various ethnic groups coming to this country have adopted and adapted customs and traditions they found here. Such a process has enriched the lives of all Americans.